

FACULTY COVENANT
for Modular Science

I. Coordinator

The Coordinator shall be responsible and accountable for budget, communications with the registrar, schedule for module sequencing and general administrative business.

A. Budget The Coordinator shall review with members of the staff any purchase exceeding \$100.

B. Registrar The Coordinator shall see to it that requests for evaluations are forwarded to appropriate staff members without delay who shall respond in a like manner.

C. Delegation of Responsibility With the consent of the staff the Coordinator can delegate other administrative responsibilities.

D. Responsibilities not otherwise delegated by the covenant or by coordinator which are required for the successful operation of the program are the responsibility of the coordinator.

II. Responsibility of Faculty

Each faculty member will be responsible for directing one core seminar group and advising the students therein, and for planning and directing (or codirecting) six (6) modules during the year. Each accepts the objectives of the program as determined by the faculty group and agrees to conduct his or her core and module experiences so as to maximize the realization of those objectives. Faculty are also responsible for assisting students in their core seminar groups to overcome deficiencies in particular skills, such as reading, writing or mathematics.

Each faculty member will maintain a Notebook as a device for stimulating his or her creativity during the year. He or she should also maintain his or her

portfolio according to the guidelines on pp. 52 and 53 of the Faculty Handbook. (The Notebook itself or selected excerpts might constitute a major portion of the materials placed in the portfolio this year.)

An integral part of a faculty member's duty is regular and active participation in the faculty seminar (q.v.), including the reading of all assigned books and articles and the leading of the discussions as appropriate. Each person should also participate in the planning of activities in program and accept his or her share, as delegated by the coordinator, of the tasks necessary to effect its smooth operation.

A high degree of cooperation and openness is requisite to the success of the program. Each faculty member must share his or her concerns with the others, individually or as a group, and be willing to participate in frank, critical and constructive discussion of these concerns. Hopefully, this will occur before they become major problems or disputes (c.f. the section on Adjudication of Dispute).

III. Role of Students

A. Notebooks Each student is expected to maintain a notebook, the primary intent of which is to record the student's intellectual progress throughout the year. The notebook entries will cover work done in both the core seminar and the individual modules. At stated intervals the notebook will be submitted to the student's seminar leader for comment and discussion.

B. Evaluations Students are expected to evaluate their performance (progress) in each module and in the core seminar. They are also expected to evaluate their module instructor and their seminar leader. (For further elaboration, see statement on evaluations.)

C. Participation Students will be expected to strive for intellectual growth, not just repetition of previous work.

IV. Faculty Seminar

The faculty agrees to give the faculty seminar its number one priority for attendance and participation. The faculty seminar has two primary purposes:

1. to improve teaching
2. to discuss the seminar books

Bookkeeping and governance problems, including program changes, will be handled at separate business meetings of the staff.

V. Decision Making

The faculty agree to govern this program by consensus. All major decisions will be decisions of the full staff arrived at by full discussion and consensus. By this we do not necessarily mean unanimity. We mean that each member of the staff is committed to find solutions to problems that are agreeable to all parties. Each member should present his own views as fully and openly as possible. Each member concerns himself with the doubts and disquiet expressed by any other. The object is a solution to problems about which each member can feel easy, and if not in full accord at least willing to work for. The group commits itself to keep working at problems until they are solved. All such agreements are, of course, open to review and change.

VI. Miscellaneous Agreements

A. Uniformity of Assignments Members of individual core seminars are not free to delete or substitute any of the program-wide assignments such as books, journals, essay topics, films, lectures, etc. Changes must be agreed upon by the faculty team and adopted by all members of the program.

However, each seminar group is free to add material and projects such as extra books, essays, journals, films, etc., if the group as a whole so desires.

B. Core Minimum Meetings The book and journal seminars will meet twice weekly

for two hours each. A minimum of one meeting weekly will be devoted to the book(s). The journal selection will be at the option of each seminar group unless a common article is selected by the program faculty. Priority will be given to articles which are relevant to the program objectives. No more, and preferably less, than one meeting weekly will be spent on the journal(s).

D. Credit Full participation in this program will result in 3 units of credit per quarter for the year. Each module is assigned 1 unit per module completed and the seminar is worth 1 unit per quarter. For full time students in Modular Science, however, the minimum requirement for the earning of formal credit in any quarter is an adequate performance in both the core seminar and one module. Satisfactory participation in the core seminar alone or in one or two modules alone is insufficient basis for the awarding of credit to a full-time student since that student has not realized the total objectives of the program. Thus a student may earn 0, 2 or 3 units of credit each quarter. The basis for awarding credit to part-time students will be determined in advance on an individual basis. Faculty members will determine and report to the coordinator credit earned by the students under their direction at the end of each module and at the end of each quarter for the core seminar (i.e. credit earned will be determined when evaluations are written). Minimum quality for acceptable performance will be determined by each core seminar and module faculty member. The quality of the work done above this minimum will not influence the amount of credit awarded but will be discussed in the evaluations.

Minimum performance criteria for credit in the core seminar are 1) reading the assigned books and journal articles; 2) regular attendance and active participation in the seminar discussions; 3) maintaining a Notebook; and 4) doing the writing assigned (approximately once every two to four weeks).

The faculty member(s) directing each module will determine in advance and in

writing the minimum performance criteria for credit in the module. These criteria will be reported to the full faculty group so that gross inequities can be avoided.

D. Faculty Contracts/Module Transfers

1. Student from outside Modular Science wishing individual contract with program faculty member. This situation is to be strongly discouraged and the student should be directed to a faculty member engaged in individual contracts. Approval will be granted only in exceptional cases and then only with the consensus of the group;

2. Student from outside wishing specialized work within existing module.
Same as 1;

3. Student from outside wishing to join program for one module (interim transfer). This situation is acceptable if space is available, but not to be encouraged. The student would do the "regular" module work and receive one credit. Student would not be allowed to do "special" work. Approval will be granted by the module leader(s);

4. Student in module who wishes to extend work/project in lieu of another module. The student will be allowed to proceed for another five weeks only and will receive 2 credits for the 10 week period. Should the student desire more he/she should enter into an individual contract with another faculty member.

E. Intraprogram Transfers There are two kinds of intraprogram student transfers: (i) transferring from one core seminar to another, and (ii) transferring from one module to another. The first of these is strongly discouraged, and will be allowed only if the student, after submitting his reasons for transfer in writing to the coordinator, has his request approved by the full faculty team. Transferring from one module to another is, procedurally, a simpler matter, and requires only the permission of the module leaders involved.

The determination of credit and the student evaluation are the responsibility of the faculty member into whose seminar or module the student has transferred. The credit and the evaluation are based on the work done both before and after the transfer in the case of a core transfer, but only on the work done after the transfer in the case of a module transfer.

F. Student Discipline Student discipline problems will be handled insofar as possible within the seminar or module group. Cases that cannot be so resolved will be brought to the full faculty group. Student dismissal from the core seminar or module group can result from various uncooperative and uncompromising conducts such as persistent disruptions and complete lack of interest in the program. Students so disposed will be counseled by the seminar leader, and if this behavior persists a motion for dismissal will be brought to the program faculty meeting. Dismissal requires faculty consensus.

G. Evaluation The process of evaluation in all its aspects -- of student work, faculty work, and overall program operations -- is one of the centrally important features of the Coordinated Studies curriculum. In the Modular Sciences program we agree to use the following procedures:

For student work: The 4 points of our previously agreed upon procedures.

For faculty work: At the end of each quarter, each member of the faculty team will prepare a written self-evaluation. These should be written and discussed with the faculty group with the objective of improving teaching performance, identifying areas of strength and weakness, and suggesting positive steps for more effective teaching. The final year-end evaluations will include a written self-evaluation and a written evaluation of the work of each faculty colleague to provide material for the faculty portfolio.

For program evaluation: The faculty agrees to participate to the fullest extent possible in periodic program review and evaluation as requested by the Coordinator and the Deans.